

READING COMPLEX TEXTS: SCAFFOLDING SUCCESS FOR ALL STUDENTS IN ALL SUBJECTS

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School District of Brown Deer



Back Channeling

Today'sMeet

Listen.

Talk.

What's your name?

Join.

today.io/arcp [transcript](#) | [projector](#)

<http://todaysmeet.com/>

Participate in discussion

- Ask / Respond to questions
- Post resources and comments



“Just in Time” Information



@WisDPICCSS
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Innovative Teaching, Learning and Leading

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Aug 01 Assessments Timeline Graphic

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Related Links

- About Common Core State Standards
- English Language Arts
- Mathematics
- Literacy in All Subjects
- Academic Standards
- Professional Learning on Demand**

Our webpage:

<http://commoncore.dpi.wi.gov/>



Today's Agenda

Education Initiatives
Educator Effectiveness
CCSS
UDL RtI
Smarter Balanced ACT

Disciplinary Literacy

Performance Tasks

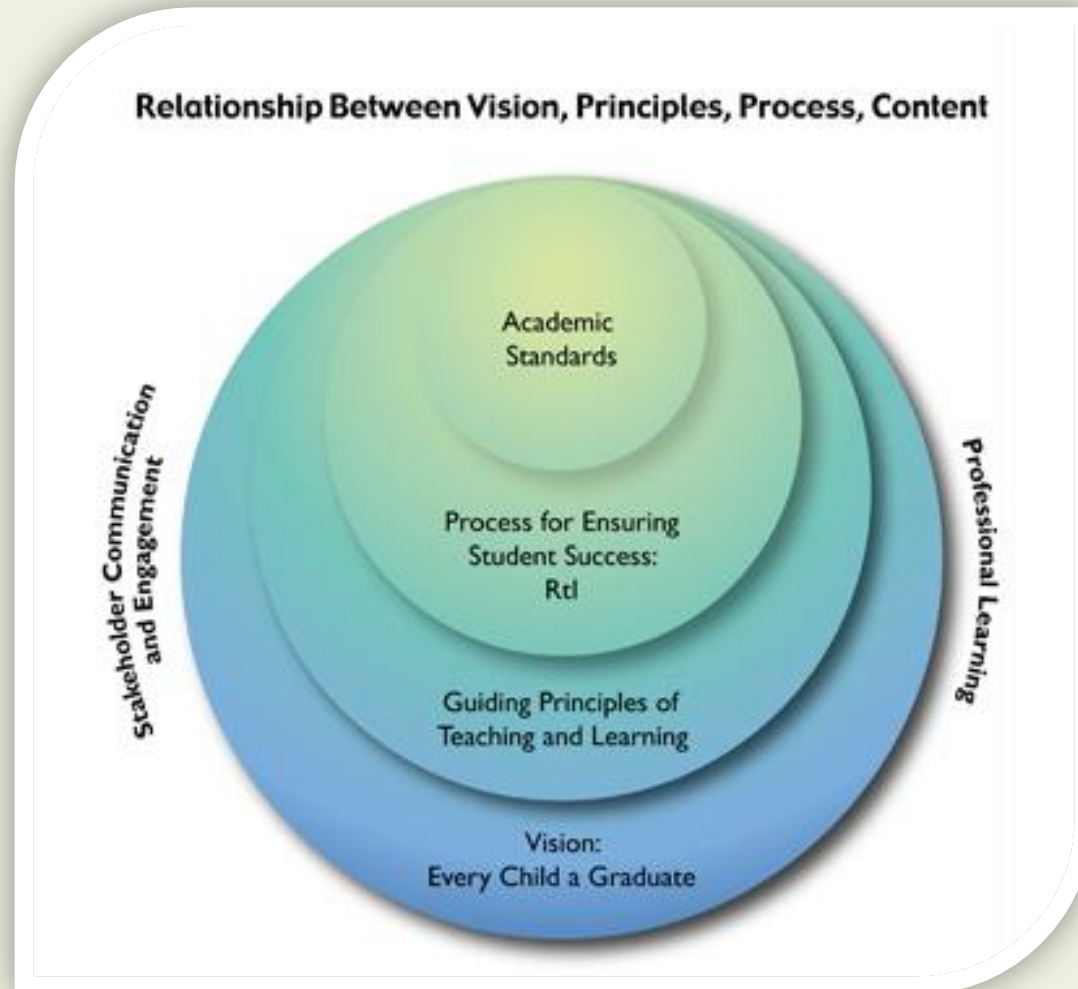
Close Read with Text
Dependent Questions and
Writing to Learn

Application in Professional
Learning Communities

Question and Answer



Connected Work



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Disciplinary Literacy



Reading in the Content Area



In Wisconsin...

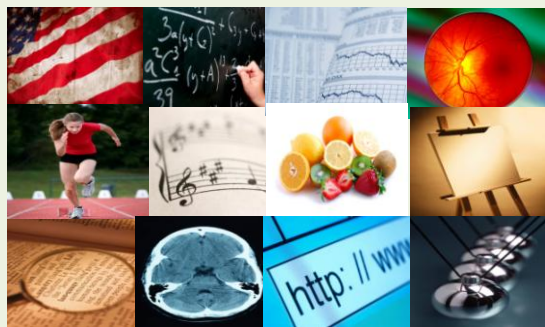
...*disciplinary literacy* is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak and think critically in a way that is meaningful within the context of a given field.



Disciplinary Literacy



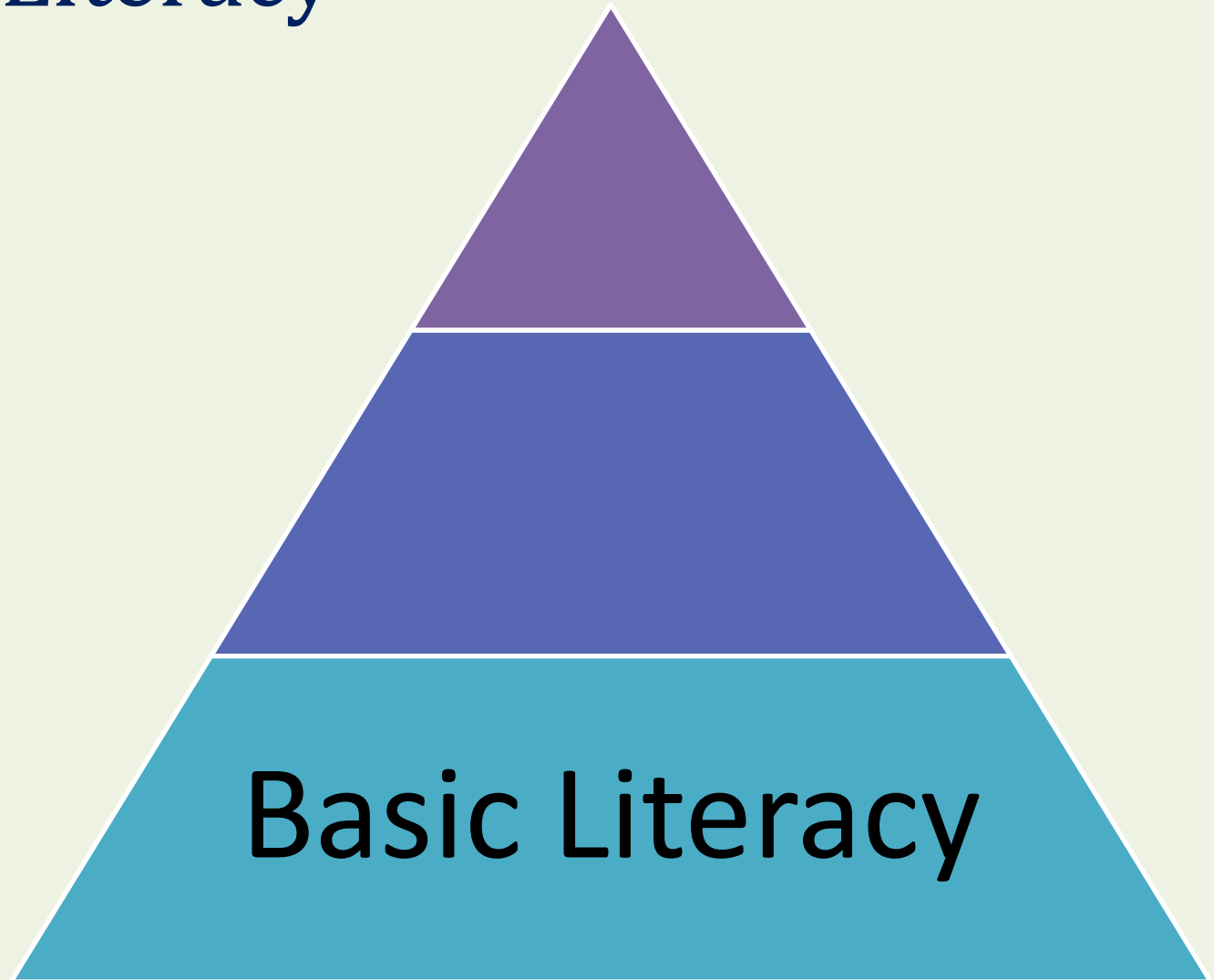
Content
Knowledge,
Experience,
and Skills



Read, Write,
Listen, Speak,
and Think

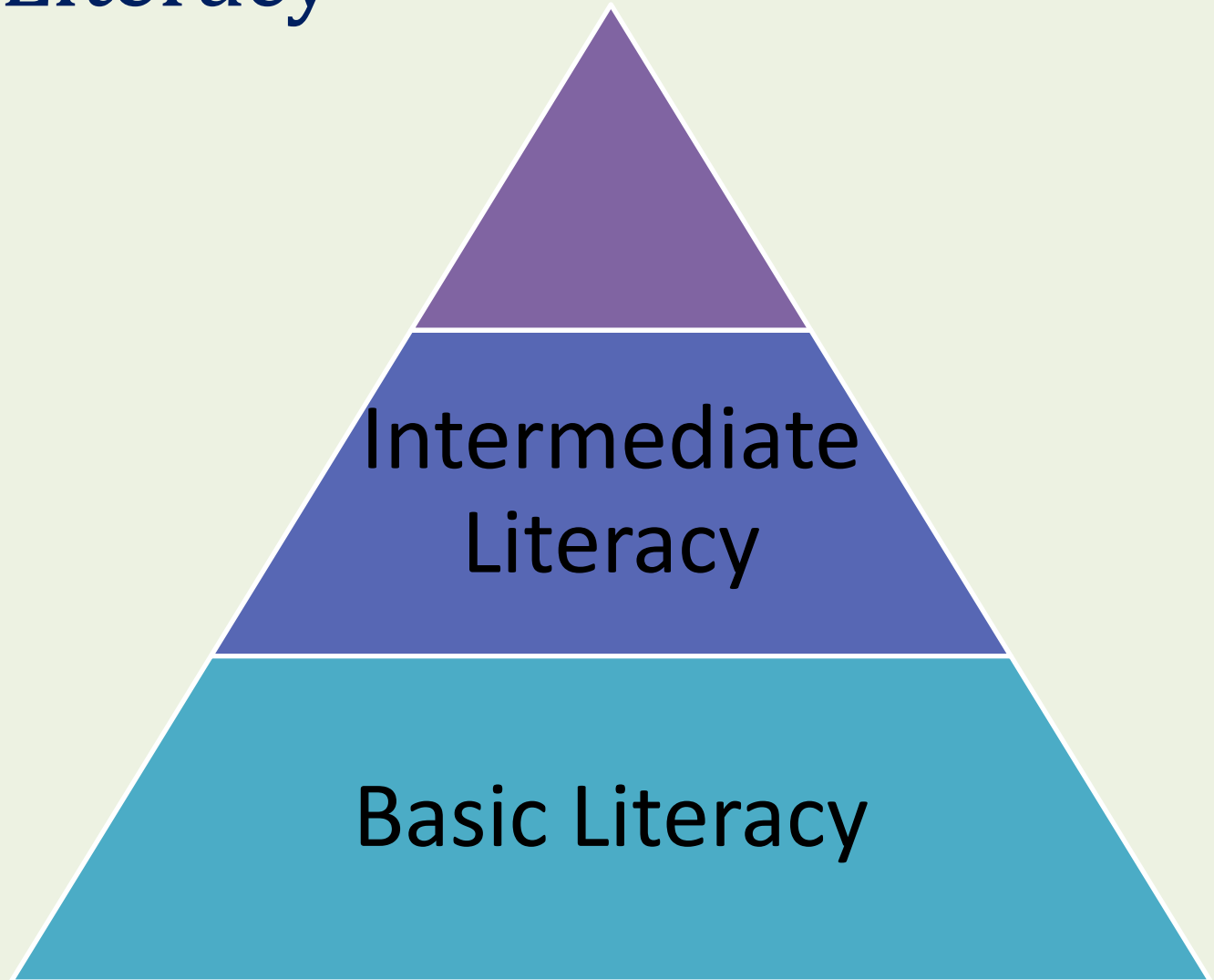


Increasing Specialization of Literacy

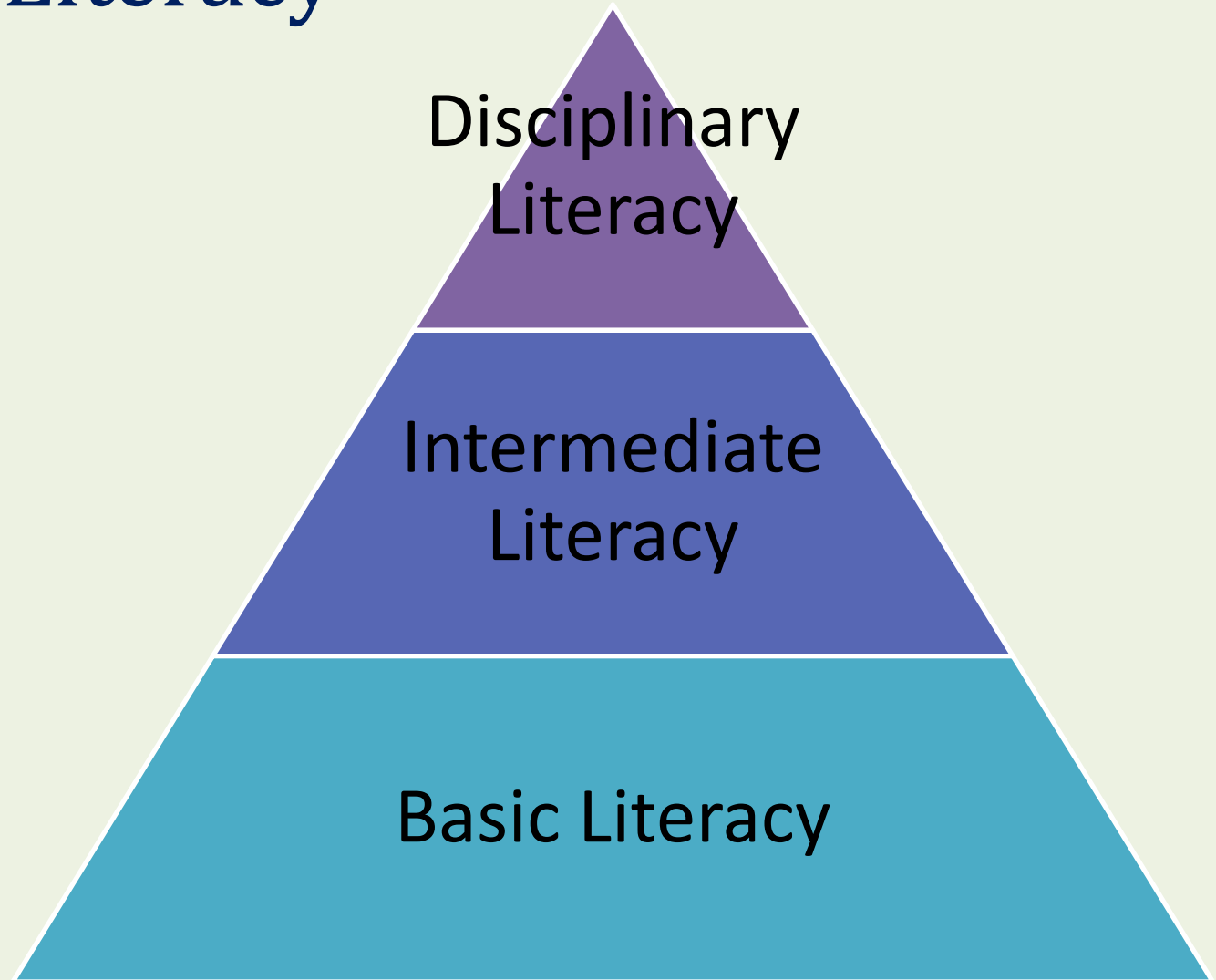


Shanahan, Timothy and Cynthia Shanahan. "Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy." *Harvard Educational Review*. Vol. 78. No. 1. Spring 2008. Accessed 24 Jul. 2012. <http://bit.ly/S-S2008> .

Increasing Specialization of Literacy



Increasing Specialization of Literacy



Generic Reading Strategies

Monitor comprehension

Pre-read

Set goals

Think about what one already knows

Ask questions

Make predictions

Test predictions against the text

Re-read

Summarize

Disciplinary-Specific Reading Strategies

Build prior knowledge

Build specialized vocabulary

Learn to deconstruct complex sentences

Use knowledge of text structures and genres to predict main and subordinate ideas

Map graphic (and mathematical) representations against explanations in the text

Pose discipline relevant questions

Compare claims and propositions across texts

Use norms for reasoning within the discipline (i.e., what counts as evidence) to evaluate claims

Disciplinary Literacy

“Literacy... becomes an essential aspect of disciplinary practice, rather than a set of strategies or tools brought into the disciplines to improve reading and writing of subject-matter texts.”

- Elizabeth Birr Moje

“Foregrounding the Disciplines in Secondary Literacy Teaching and Learning: A Call for Change.” *Journal of Adolescent & Adult Literacy*. Oct. 2008.



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Performance Tasks

- Connected to:
 - Educator Effectiveness
 - Common Core State Standards
 - College and career readiness through increased skill with informational texts
 - Broadened definition of text
 - UDL and RtI
 - Smarter Balanced Assessment & ACT



Danielson's Framework for Educator Effectiveness

Domain 1 – Planning and Preparation Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessment	Domain 2- The Classroom Environment Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space
Domain 4 – Professional Responsibilities Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing professionally Showing professionalism	Domain 3 – Instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness

"It is the learner who does the learning." - Charlotte Danielson



Range of Texts for Writing

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

“Writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.”



Text Selection



Smarter Balanced Informative-Explanatory Writing Rubric (Grades 3–5)

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grades 3–5)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

Begin with... THE STANDARDS

Wisconsin Academic Standards

Reading	Agriculture, Food and Natural Resources	 Art & Design Education	Business and Information Technology
 Dance	Disciplinary Literacy	Early Learning Standards	English Language Arts
 Environmental Education	Family and Consumer Sciences	Health Science	 Information and Technology Literacy
Marketing, Management and Entrepreneurship	 Mathematics	 Music Education	 Nutrition Education
 Personal Financial Literacy	 Physical Education	School Counseling	Science
Social Studies	Technology and Engineering	 Theatre Education	 World Languages

<http://standards.dpi.wi.gov/>

Common Core State Standards

COMMON CORE STATE STANDARDS for English Language Arts



Wisconsin Department of Public Instruction

COMMON CORE STATE STANDARDS for Literacy in All Subjects



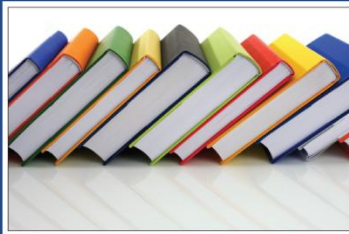
Wisconsin Department of Public Instruction

WISCONSIN STANDARDS FOR Mathematics



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et Adopted

COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR English Language Arts



Wisconsin Department of Public Instruction

COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR

Mathematics



Wisconsin Department of Public Instruction

District of Columbia

P

Guam

American Samoa Islands

U.S. Virgin Islands

Northern Mariana Islands

Selecting Standards: Considerations

- Consult (or create) scope-and-sequence
 - What standards are taught when?
 - What standards are taught together?
- Look across content areas
 - What standards are being taught in social studies?
 - What standards are being taught in ELA?



Social Studies

History (B.4.3):

Understand someone's life (including their place in time and context and relationship to historical events) through biography, narrative, and folk tale.

English Language Arts

Reading:

- Identify key details, support thinking with evidence (RI.4.1)
- Compare and contrast first and secondhand account of an event (RI.4.6)

Writing:

- Informative/explanatory (W.4.2)
- Research process (W.4.6; W.4.7)

Speaking & Listening:

- Collaborative Discussion (SL.4.1)



Guidelines for Creating Performance Tasks

Integrate **knowledge and skills** across multiple content standards or strands within a content area

Measure **capacities** such as depth of understanding, research skills, complex analysis, and identification/providing of relevant evidence

Require **student-initiated** planning, management of information and ideas, interaction with other materials

Require **production of extended responses**, such as oral presentations, exhibitions, and other scorable products, including more extended written responses, which might be revised and edited

Reflect a **real-world task and/or scenario-based problem**

Allow for **multiple approaches**

Represent content that is **relevant and meaningful** to students

Allow for demonstration of important knowledge and skills, including those that address **21st-century skills** such as critically analyzing and synthesizing information presented in a variety of formats, media, etc.

Require **scoring** that focuses on the **essence** of the task

Be **feasible** for the school/classroom environment

Performance Task

Sentence Frames

After reading/researching/listening/viewing _____ (texts),
write/create/present _____
(product) for _____ (audience)
that provides an/a explanation/argument/narrative
_____ (content)
so that _____ (purpose/so what).



Performance Task

Sentence Frames

After “reading” two print or digital sources (biographies, stories, narratives, and/or folktales), create a chapter for a class book that provides an explanation of someone’s life including placing them in time and context and explaining their relationship to important historical events, so that you can demonstrate your ability to use multiple sources to understand the significance of someone’s life.



Common Core State Standards

COMMON CORE STATE STANDARDS for English Language Arts



Wisconsin Department of Public Instruction

COMMON CORE STATE STANDARDS for Literacy in All Subjects

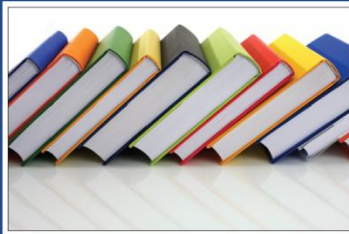


Wisconsin Department of Public Instruction

WISCONSIN STANDARDS FOR Mathematics



COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR English Language Arts



Wisconsin Department of Public Instruction

COMMON CORE ESSENTIAL ELEMENTS AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR Mathematics



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Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
5. Attend to precision
6. Look for and make use of structure
7. Look for and express regularity in repeated reasoning



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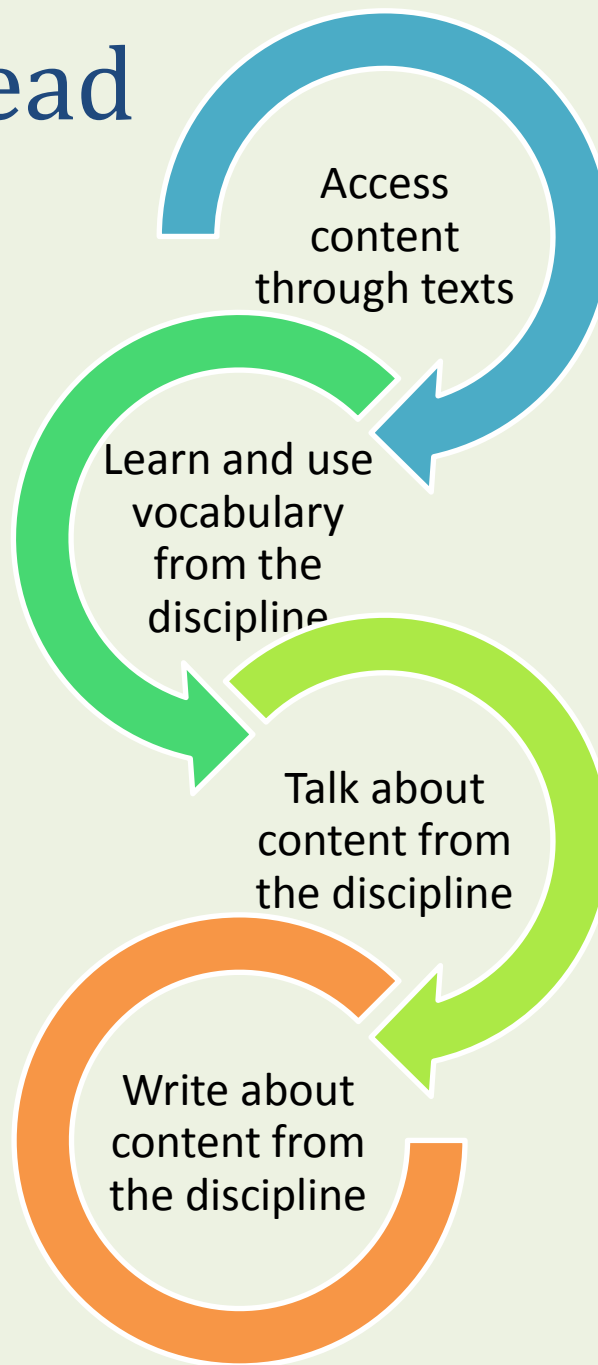
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"It is the learner who does the learning." - Charlotte Danielson



Close Read



Smarter Balanced

- Single Response
- Constructed Response

ACT

- Reading
- English*
- Writing*
 - *Indirectly



A text is any communication – spoken, written, or visual – involving language. In an increasingly visual and online world, students need to be able to interpret and create texts that combine words, images, and sound in order to make meaning of texts that no longer read in one clear linear direction.

Informational Text

- Nonfiction
- Literary nonfiction: texts that blend literature and nonfiction, allowing the writer both to narrate facts and to search for truth

Literary Text

- Stories
- Dramas
- Poems

•Levels of meaning
•Structure
•Language conventionality and clarity
•Knowledge demands

•Word frequency
•Sentence length
•Text cohesion

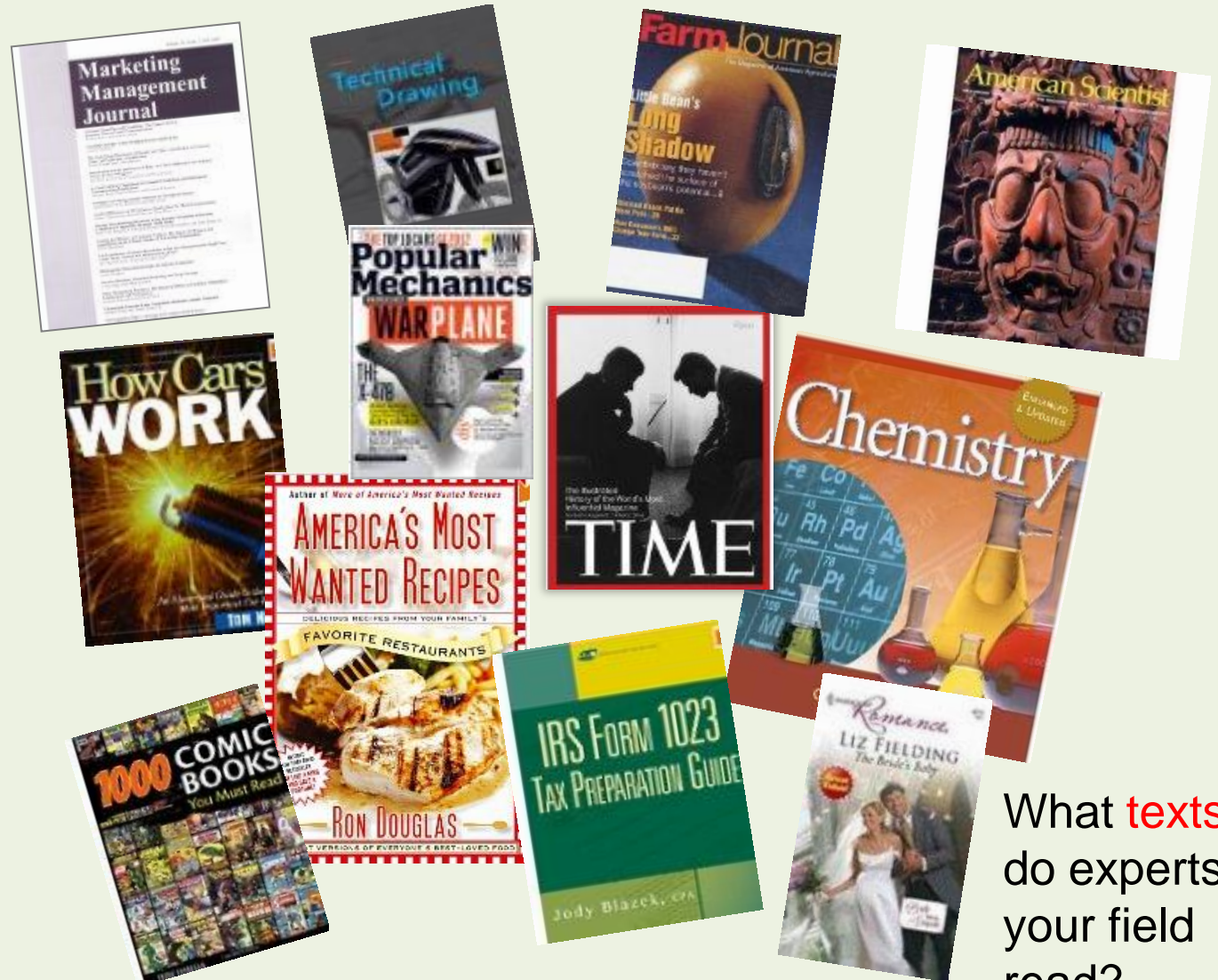


•Motivation
•Knowledge/experiences
•Purpose
•Task complexity

Range of Texts for Reading		
	Informational Text	Literary Text
Elem	50%	50%
Mid	55%	45%
High	70%	30%

As students progress in grades, they should read more informational texts.

Text Selection



What **texts**
do experts in
your field
read?



Introduce

- Teacher introduces the text, and sets the purpose for reading.

Read

- Students read the text with appropriate scaffolds, e.g., teacher reads text/portions of the text out loud as students follow along until students can read independently.

Annotate

- Students annotate the text, i.e., “read with a pencil” or “interrogate the text.”

Discuss

- Students talk through their understanding of the text with a partner.

Question

- Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.

Write

- Students record and extend their thinking.

Introduce

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Introduction

- Purpose: Set students up for success without eliminating their need to read



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Read

- Consider complexity of text
- Select instructional practice. Consider:
 - Engagement
 - Scaffolding



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Annotations

*Tone = Whistful?
Nostalgic?*

Who is the speaker?

Why not taken?

Where does the road go?

The Road Not Taken

Is it autumn?

Two roads diverged in a yellow wood,
And sorry I could not travel both regretful
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Shows takes time to think!

Can't know
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and not walked on;
Though as for that, the passing there
Had worn them really about the same.

So, are the roads the same?

at that point — but still, similar.

not so different
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Sigh

Will always wonder what might have been

Literal Level:
A person is walking in the woods, + comes to a fork in the road.
Tries to look down one road, but can't see where it leads.
Both roads same — picks one but knows he'll never know what was down the other road. Thinks he will always wonder.

- Figurative -
In life, there are choices where neither one is so great that it jumps at you.
You have to pick, so you do.
And then that choice leads to people, experiences and you don't get to

No to one show the way

That won't happen

What's down there

True — once he picks, it's done

? means stepped on

He knows once he picks, he'll never get the chance again



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- Teacher introduces the text, and sets the purpose for reading.

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- Students record and extend their thinking.

Discussion

- Rehearse understanding
- Clarify points of confusion



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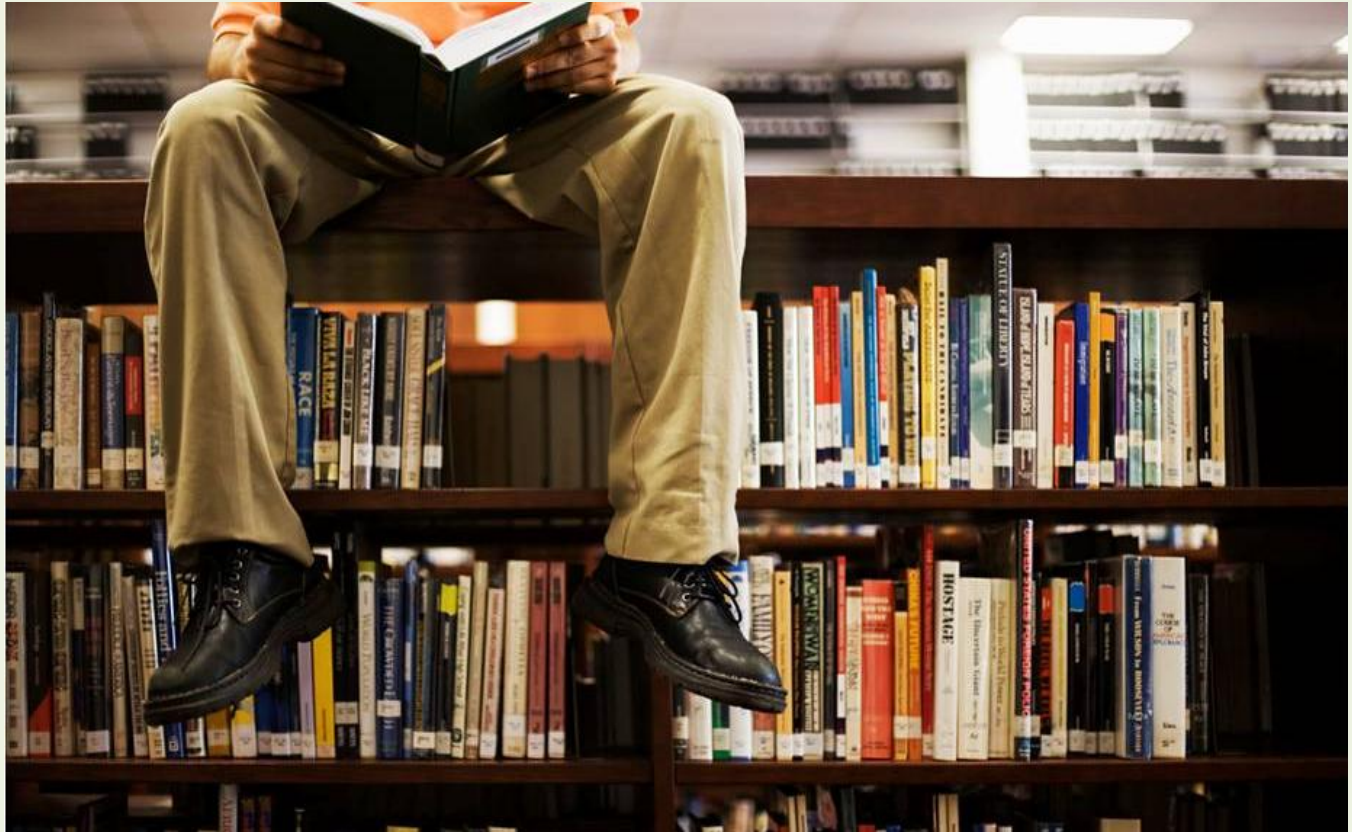
Question

- Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.

Write

- Students record and extend their thinking.

Text-Dependent Questions



Text-dependent questions require students to **return to the text** to formulate responses.



Which of the following questions require students to read the text closely?

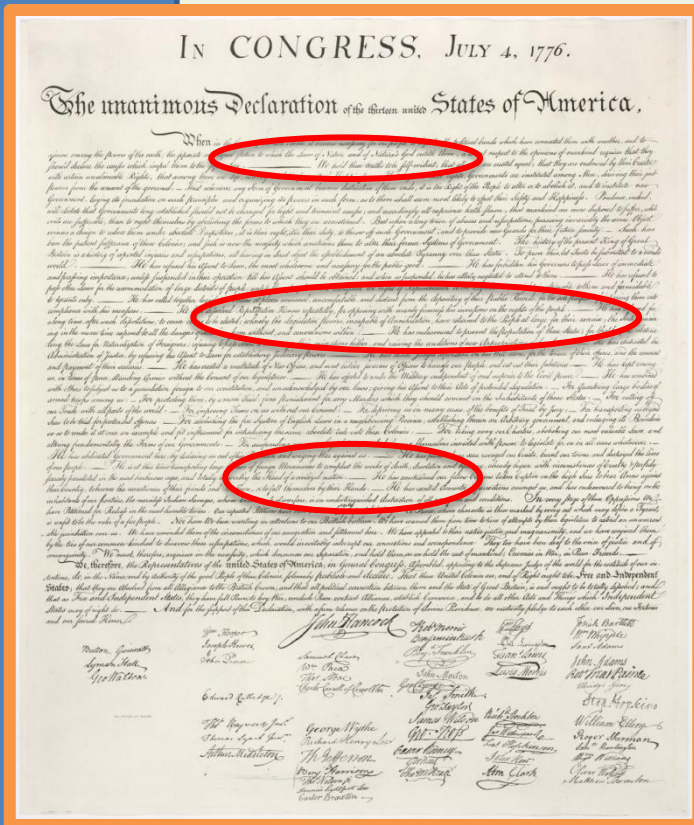


1. If you were present at the signing of the Declaration of Independence, what would you do?
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?




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Text-Dependent Questions

 **TEXT-DEPENDENT QUESTIONS**

General Understanding

- What is the main idea/theme of the text? How do you know this?
- How did the author organize the ideas?

Key Details

- Which key details support the main idea? Look for the Who? What? When? Where? Why? How much? How many?
- How did the author develop the argument, explanation, or narrative?
- Are there any shifts or patterns in the writing? Look for signal words and phrases.
- Are there any nuances in meaning?

Vocabulary & Text Structure

- What role do the individual paragraphs, sentences, phrases, or words play?
- How does organization contribute to meaning?
- Why do authors begin and end when they do?
- Does the meaning of words go beyond the denoted meaning? What is the connotative meaning of the words?
- When is figurative language used and to what effect?
- How can meaning be altered by changing key words?
- Why may have the author chosen one word over another?

Author's Purpose

- What is the author's purpose for writing - entertain, inform, persuade? How do you know?
- From whose point of view is the text told? 1st person? 3rd person limited/omniscient?
- How reliable is the narrator? How do you know?
- Who's story/perspective is not represented?

Inferences

- Where does the text leave matters uncertain or unstated?
- How do the parts build to a whole?
- What are the arguments in persuasive texts?
- What are the ideas in informational texts?
- What are the key details in literary texts?

Opinions, Arguments, Intertextual Connections

- What is your opinion about the text? What evidence do you have to support your opinion?
- Which forms of rhetoric are used? To what effect?
- What other texts support or refute the claims and counterclaims made in this text? What other texts represent a similar or different experience/perspective?

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A progression
of text-
dependent
questions
develops
**critical
thinking.**



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- Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.

Write

- Students record and extend their thinking.

Write

- Draw evidence from literary or informational texts to support analysis, reflection, and research (W9)



Let's try it!!



Application in Professional Learning Communities

1. Select/identify standards
2. Create/identify performance task
3. Plan close reading
 - Select texts
 - Identify teaching practices
 - Select student strategies
 - Create writing prompts



Social Studies

History (B.4.3):

Understand someone's life (including their place in time and context and relationship to historical events) through biography, narrative, and folk tale.

English Language Arts

Reading:

- Identify key details, support thinking with evidence (RI.4.1)
- Compare and contrast first and secondhand account of an event (RI.4.6)

Writing:

- Informative/explanatory (W.4.2)
- Research process (W.4.6; W.4.7)

Speaking & Listening:

- Collaborative Discussion (SL.4.1)



Performance Task

Sentence Frames

After “reading” two print or digital sources (biographies, stories, narratives, and/or folktales), create a chapter for a class book that provides an explanation of someone’s life including placing them in time and context and explaining their relationship to important historical events, so that you can demonstrate your ability to use multiple sources to understand the significance of someone’s life.



Build the text set

- What are the big concepts in the content standard(s)?
- Match text(s) to concepts
- Broad definition of text
 - Universal Design for Learning



Today's Text Set:

Joshua Glover

1. Video: WI Biographies

- Repeated Readings
- Two Column Notes

2. Primary Source: Newspaper article

- Read aloud/Think aloud
- Summary Frames

3. Biography: Badger Bios

- Cold read
- Text annotation



TEACHERS

IMAGES

WISCONSIN BIOGRAPHIES

STORIES

ACTIVITIES

JOSHUA GLOVER

AND THE END OF SLAVERY



Joshua Glover: Video

1. View with two-column notes to find sequence of events.
2. Discuss with a peer.
3. View with text-dependent questions.
4. Discuss with a peer.
5. Discuss with large group.
6. Write.



THE DAILY SENTINEL.

By Telegraph.

BY SPEED'S LINE.

Private Dispatches to the Sentinel.

Great Excitement at Racine!

Brutal Arrest of a Colored Man!

Racine, 11th.

At the ringing of the Court House bell this morning, the largest meeting of citizens ever held here was convened, without distinction of party.

The following resolutions were adopted:

Whereas, A colored man by the name of Joshua Glover, was kidnapped four miles from our city, last night about 8 o'clock, who was at the time of his arrest at work for one of our citizens, and was also a faithful laborer and honest man.

Resolved, that we look upon the arrest of said Glover as an outrage upon the peaceful rights of this community, it having been made without the exhibition of any papers by first clandestinely knocking him down with a heavy club, and then gagging and binding him by brute force, and carrying him off.

Resolved, That we as citizens of Racine, demand for said Glover, a fair and impartial jury trial, in this the city where he has been arrested, and that we will attend in person and aid him by all honorable means, to secure his unconditional release, adopting as our motto the Golden Rule.

MARSHALL, Mich. March 11,

Oil Mill and Woolen Factory Burned.

The Oil Mill & Woolen manufactory in this village, both owned by Mr. Cross of Massachusetts, were burned last evening, together with their

NEW ADVERTISEMENTS.

SCHLESINGER'S GUTTA PERCHA PENS.

MANUFACTURED IN BIRMINGHAM, ENGLAND, and Patented in the United States for 14 years. They are made of Steel, coated with GUTTA PERCHA, which prevents them from corroding, even with the strongest test, Nitric Acid, and

Pointed with a Circular piece of Platina

In order to prevent them from spattering, tearing, or catching in the paper, no matter how carelessly they may be used.

NON-GENUINE except those obtained from the SOLE AGENTS in this City and County,

W. L. HOPKINS & BRO.,

83 East Water Street.

The Book Trade and others can be supplied at FIFTY CENTS PER DOZ., OR FOUR DOLLARS PER GROSS.

The Public are informed that they can use my Patent at my Agency Store, as above.

B. SCHLESINGER,

81 Maiden Lane, New York.

mr13-1yr

BONNETS! BONNETS!!

JUST RECEIVED at the Hat and Millinery Store of
L. BLAKE,
21 Wisconsin Street.

WANTED.

A SITUATION as Book Keeper, by a person who can come well recommended. Apply to
J. S. FILLMORE, Sentinel Office.

mr13

Carpenter Tools at Auction.

A CHEST of Carpenter's Tools will be sold at Auction to the highest bidder, at Rodney's Grand Auction Rooms, on Tuesday morning, the 14th inst., at 10 o'clock.
J. RODNEY, Auctioneer.

mr13

For Sale and to Rent.

A Lot on Wisconsin Street, near Milwaukee St. 60 acres of Land, 6 miles from the City—all fenced and well watered—45 acres in mowing and tillage, fenced in small lots—with a good Two Story Frame House, Frame Barn, &c. Price very low. 51 Acres Land, partly fenced, (more than one-half) well timbered; on a Plank Road, 4 miles from the City. Terms reasonable.

A good House and Lot on Cass Street, First Ward.

Two Houses to Let in the First Ward.

Fresh Lime constantly on hand. A man always at the House, rear of Empire Block, near Davis & Moore's Stable. Apply to
P. C. HALE.

NOTICE.

W. E. Sidney, L. Reed and Jonathan H. Crampton, Commissioners, appointed by the Probate Court for the County of Milwaukee, to receive, examine and adjust all claims and demands of all persons against the estate of Carl Reemann, deceased, being limited to the period of six



Joshua Glover: News Article

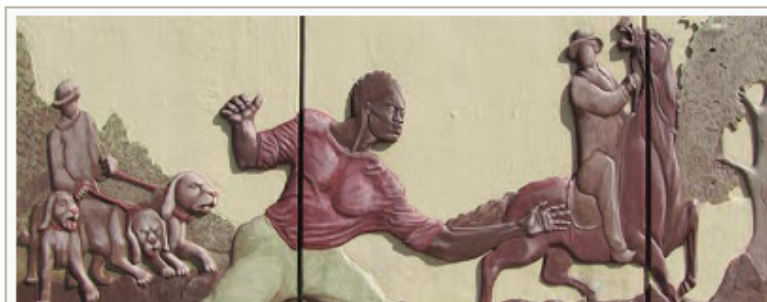
1. Listen to read aloud/think aloud.
 - Focus : vocabulary, big idea, vocabulary
2. Write with summary frame.
3. Discuss with a peer.
4. Discuss with large group (text-dependent questions).
5. Write.



Joshua Glover

Being born into slavery meant you would be a slave for the rest of your life. Would you be happy to live the life of a slave? What would you do? Would you try to escape? That's what Joshua Glover did. He would live free or die trying.

Between 1810 and 1830, Joshua was born in the United States of America. At some point in the past, Joshua's **ancestors** were taken from their African homeland and sold into slavery. In 1850, there were over 3 million black slaves in the southern United States. Slavery had existed for hundreds of years. As a slave, Joshua had no rights. It was against the law for someone to teach him how to read and write. As a slave, he could be beaten or even killed for no reason at all.



Mural of Joshua Glover in Milwaukee, Wisconsin
(Courtesy Wisconsin Department of Transportation)

On New Year's Day in 1850, Joshua's first master sold him to a man named Benammi Stone Garland. He was from St. Louis, Missouri. Joshua was Master Garland's slave for two years. Joshua did many things around Garland's farm. He hand-split logs into rails and put fences around the pastures. He tended the farm animals. Joshua also worked in the fields and orchards, planting and harvesting crops. Then one night in 1852, he escaped!

No one knows exactly how Joshua escaped or what paths he took. What we do know is that he headed north to Wisconsin. Wisconsin was a free state where there



Joshua Glover: Biography

1. Read independently.
2. Annotate thinking.
3. Discuss with a partner and complete event map.
4. Discuss with small group (text-dependent questions).
5. Write.



<http://badgerbios.blogspot.com/p/mural-of-joshua-glover-in-milwaukee.htm>

Introduce

- Teacher introduces the text, and sets the purpose for reading.

Read

- Students read the text with appropriate scaffolds, e.g., teacher reads text/portions of the text out loud as students follow along until students can read independently.

Annotate

- Students annotate the text, i.e., “read with a pencil” or “interrogate the text.”

Discuss

- Students talk through their understanding of the text with a partner.

Question

- Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.

Write

- Students record and extend their thinking.

Check Ourselves

- How does work with the text set connect to standards important in the unit?
- How does work with the text set prepare students for success with the performance task?



Today's Agenda

Education Initiatives
Educator Effectiveness
CCSS
UDL RtI
Smarter Balanced ACT

Disciplinary Literacy

Performance Tasks

Close Read with Text
Dependent Questions and
Writing to Learn

Application in Professional
Learning Communities

Question and Answer



Application in Professional Learning Communities

1. Select/identify standards
2. Create/identify performance task
3. Plan close reading
 - Select texts
 - Identify teaching practices
 - Select student strategies
 - Write text dependent questions
 - Create writing prompts



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“Just in time” Information



@WisDPICCSS

@WisDPILit

@WisDPIMath

@WisDPITech



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